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IMPACT OF READING STRATEGIES ON DEVELOPING READING COMPREHENSION ACHIEVEMENTS

***Abstract.** The main purpose of the study is to investigate the impact of reading strategies on reading comprehension achievements. A survey based on the questionnaire was conducted to identify learning strategies used by the learners and their impact on reading comprehension. A sample comprising of 22 students was selected from the Ural Federal University. The results indicated that students use variety of reading learning strategies including scanning, skimming, reading aloud, outlining grammatical structures, answering simple questions, looking for the meaning of new vocabulary and translating English texts in their mother language. The analysis of the data revealed that learning strategies adopted by students for reading English were strongly correlated with their performance in reading comprehension but not regular and systemic.*

***Keywords:** reading, reading strategies, reading comprehension, comprehension achievements.*

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ВЛИЯНИЕ СТРАТЕГИЙ ЧТЕНИЯ НА РАЗВИТИЕ ПОНИМАНИЯ ПРОЧИТАННОГО

***Аннотация.** Основной целью исследования является изучение влияния стратегий чтения на понимание прочитанного. Для достижения цели было проведено исследование стратегий чтения, используемых студентами и их влияние на понимание прочитанного. Было опрошено 22 студента, обучающихся в Уральском федеральном университете. Результаты показали, что студенты используют различные стратегии чтения: сканирование, скимминг, чтение вслух, выделение грамматических структур, ответы на простые вопросы, поиск значений новых слов, перевод текстов на родной язык. Анализ полученных данных показывает, что учебные стратегии, используемые студентами для чтения на английском языке тесно связаны с уровнем понимания прочитанного, но не имеют системности.*

***Ключевые слова:** чтение, стратегии чтения, понимание прочитанного, результаты понимания.*

1. Introduction

Reading is the most important skill among the four language skills, which learners need to master in learning any language. It is a cognitive constructive technique which involves specific skills and strategies. Reading strategies are effective and successful techniques which EFL learners use to achieve their comprehension in reading. Reading strategies may include; skimming, scanning, decoding, predicting, visualizing, inferring, summarizing and so on. Brown (2007) [1, p.119] defines strategies as the «specific methods of approaching a problem or a task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information». Reading strategies are self-directed actions where readers flexibly take control with a certain degree of awareness to retrieve, store, regulate, elaborate, and evaluate textual information to achieve reading goals [2, p.187-190].

According to Suwantharathip (2015) [3, p.91–101], reading strategies is collaborative approach in reading process and includes the use of cognitive and meta-cognitive strategies. Good teaching and learning strategies in reading serve multiple purposes including improving other skills of the language (Alderson, 2000) [4, p.112-130] including writing and speaking skills. The use of reading strategies and their impact on students reading comprehension performance has been the focus of attention of many researchers.

Numerous studies have examined the possible relationship between use of reading strategies and students' reading performance. Zhang et al (2013) [5, p.54-69] in a study on a sample of Chinese foreign language learner (EFL) investigated the meta-cognitive strategies of English and its relationship with students' academic reading comprehension found that the performance of the students in reading comprehension of English and meta-cognitive strategies were closely related. The results indicated that there was a significant positive correlation between the use of meta-cognitive strategy and English reading comprehension.

Most EFL learners face many problems especially in comprehension of written materials while reading. According to them, understanding the meaning of texts can be a challenge i.e. they are able to understand each word and even each sentence; but unfortunately, they fail to achieve the meaning of a text as a whole. For that reason, many psychologists and researchers assume that those who always struggle and find reading comprehension as a problematic issue lack the reading strategies that may help them to overcome their reading problems. There is much evidence that shows the importance of reading strategies and their effective role in enhancing and developing reading comprehension.

Mc Namara et al (2009) [6] view that «reading strategies are more useful and beneficial for learners who show lack of knowledge in the domain of reading, as well as those with lower reading skill, these kinds of learners are strongly needed to these strategies to achieve reading comprehension». Therefore, the continuous use of reading strategies will lead the readers to become skilled and later they will be able to utilize reading skills without efforts.

2. Methodology

In this work, to collect data the questionnaire was used as a research tool; it was addressed to students (22) who study at Ural Federal University during 2020-2021 academic year. Their age varies from twenty to twenty-eight. The informants have an experience of learning French, English and Spanish for 7 to 10 years, the first foreign language introduced for those students varies from a student to another. The questionnaire consists of four questions.

3. Data analysis

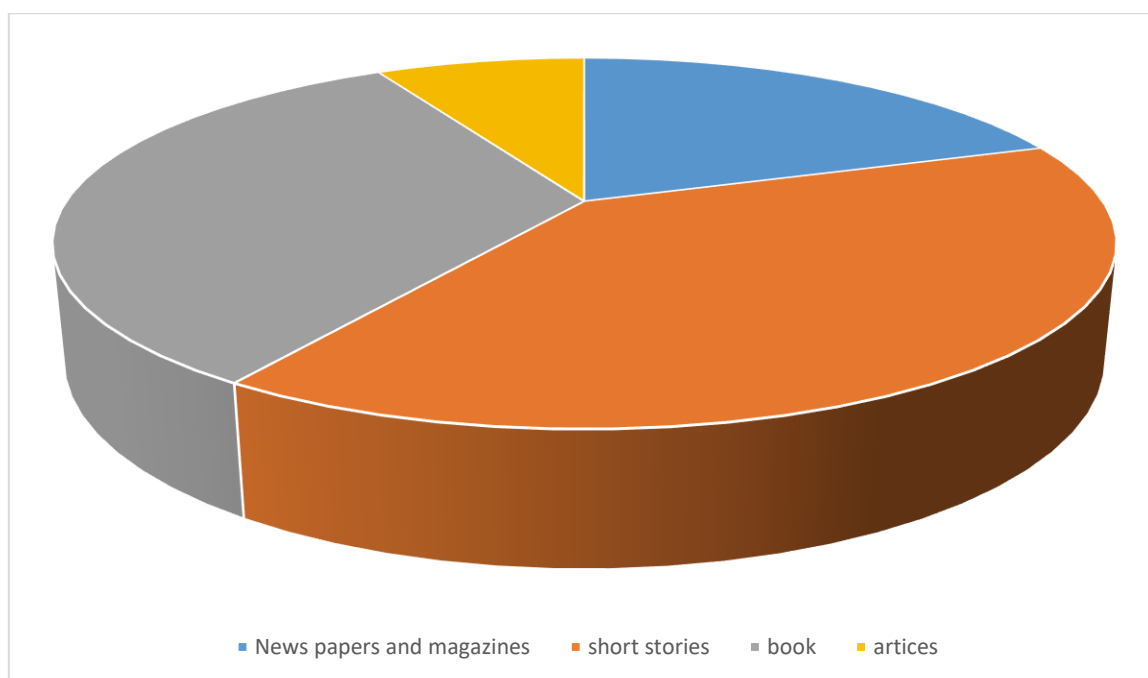
Question One: What kind of reading materials do you prefer to read?

When asked about reading materials, 03 participants choose journals, 05 participants prefer books, while 06 participants choose to read stories and 08 participants prefer reading articles. The purpose behind asking this question is to know what kind of materials the target students are interested in.

Table 1

Reading materials preferred

Reading materials	Number of students	Percentage
Newspapers, magazines	03	14%
Shorts stories	06	28%
Books	05	22%
Articles	08	36%



Pie-chart 1: Reading materials preferred

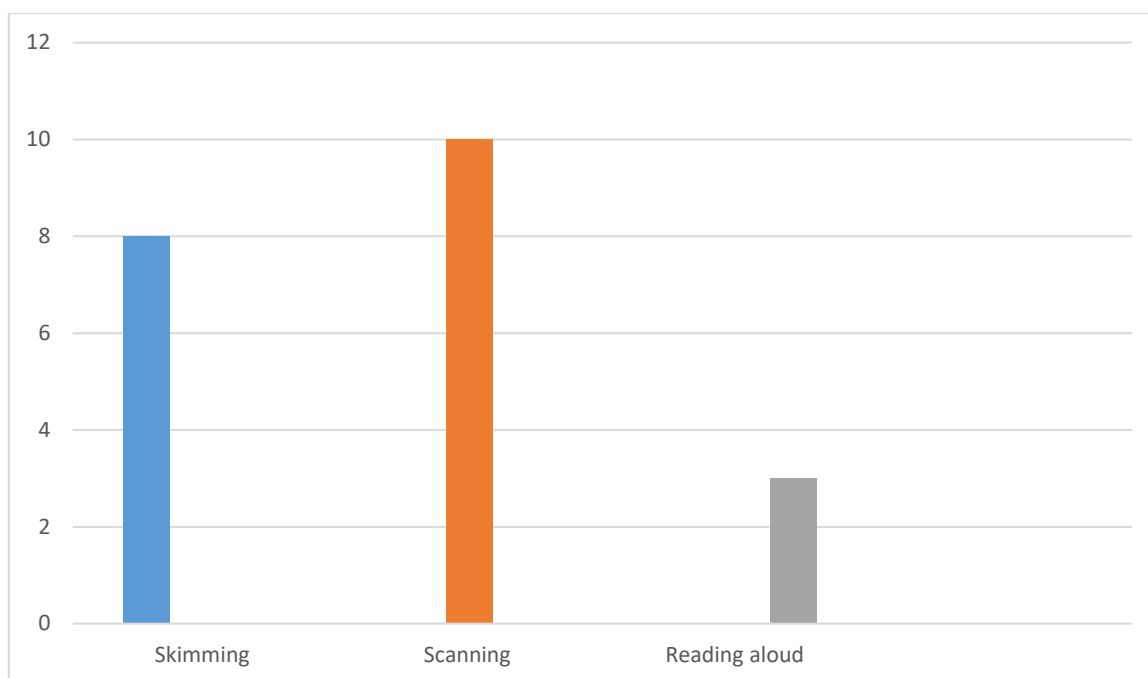
Question Two: Which reading strategy do you often use?

When the informants (22) were asked about the strategy they used while reading, (08) of them skim while reading, (10) participants selected scanning as their best strategy when they read. Whereas, (04) informants prefer reading aloud strategy.

Table 2

Learners' reading strategies

Reading strategies	Number of students	Percentage
Skimming	8	36%
Scanning	10	45%
Reading aloud	04	19%
Total number	22	100%



Bare Graph 1: Learners' reading strategies

Question Three: What is your purpose while reading?

Most of learners (36%) said that their purpose from reading was to answer some academic research needs

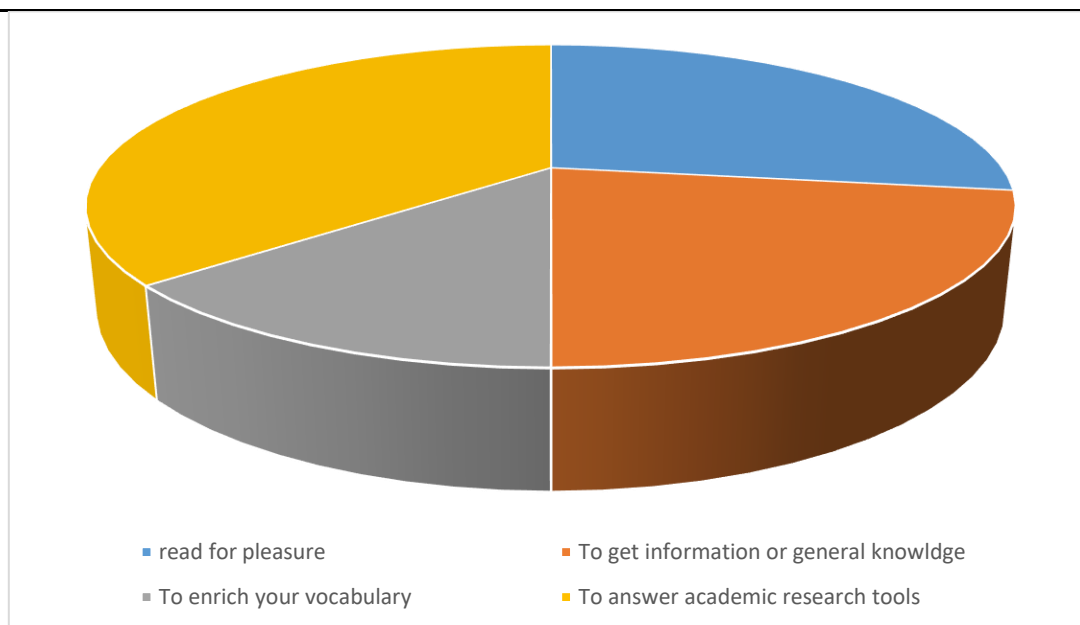
enrich their general knowledge, while (28%) stated that their objective from reading was to read for pleasure, (22%) of learners read to enrich their general knowledge, and only (14%) claim that they read to enrich their general vocabulary knowledge.

Table 3

Students' purpose of reading

Purpose from reading	Number of students	Percentage
To read for pleasure	06	28%
To get information or general knowledge	05	22%
To enrich your vocabulary knowledge	03	14%

To answer some academic research needs 08 36%



Pie-chart 2: Students' purpose of reading

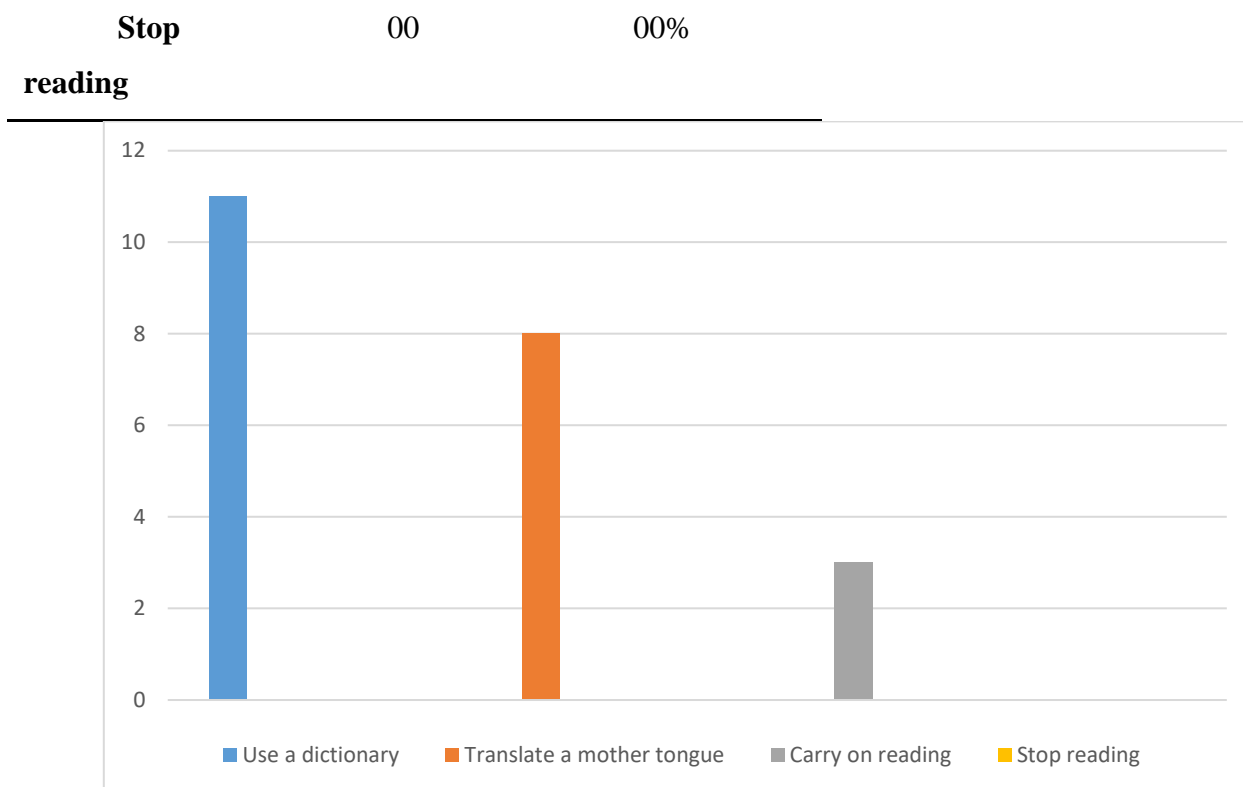
Question Four: While you read and do not understand, you:

(50%) of the participants answered that they used the dictionary, (36%) of the informants stated that when they read and did not understand they tried to translate to their mother tongue, and only (14%) of them carried on reading without understanding while none of the participants said that they stopped reading.

Table 4

Learners' strategies while reading

Learners' Strategies	Number of students	Percentage
Use a dictionary	11	50%
Translate to mother tongue	08	36%
Carry on reading	03	14%



Bare Graph 2: Learners' strategies while reading

4. Discussion of the findings

This study presents the investigation of the impact of reading strategies on comprehension achievements. The data were collected to examine strategies used by students when they read in the English language. The analysis of students' questionnaire reveals that students have different strategies and there is a significant impact of those strategies on their achievements. From the first question, it is noticed that (14%) of the informants prefer newspapers and magazines as the best material to read, while (28%) prefer short stories, (22%) prefer to read books and (36%) prefer to read articles. Besides, the findings found in question two reveals that (36%) of the informants selected skimming as their best strategy when they read, (45%) of them scan, while (19%) of them read aloud. Moreover, the results obtained from question number three show that most of students (36%) read for the purpose to answer some academic needs, while (28%) read for pleasure, (22%) of them read to get information or general knowledge, and only (14%) read to enrich their vocabulary. In addition to

that, results of the question four reveal that students use different strategies that may help them to understand, (50%) of the informants use the dictionary as a best tool to understand, (36%) translate to mother tongue, while (14%) carry on their reading, whereas (00%) of them stop reading.

5. Conclusion

The main purpose of the study is to investigate the impact of reading strategies on reading comprehension achievements. To accomplish this aim, the researcher conducted the study to different students from Ural Federal University. The major conclusion that could be drawn from the study is that there is significant positive relationship between use of strategies adopted by students and their performance in reading comprehension. The students used a number of strategies for reading, the used strategies, however, were confined to answering questions, reading aloud, learning grammatical patterns, and translating text into mother language, looking for the meaning in the dictionary and learning spellings. A significant difference in reading comprehension of students that use different reading strategies was revealed. Students who use scanning or skimming as a reading strategies perform better than other students because they scan the texts looking for specific information or searching for the main ideas in the text. From the study we can conclude that reading strategies greatly increase comprehension and noticeably improve not only the process of reading but also that of learning.

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